Seneca Valley School District Racial/Ethnic Intimidation Questions and Data

Greetings, I'm relatively certain this report will be my last statement prior to the primary election on May 20th. I have had several great meetings with Seneca Valley School District staff and the larger community. I have provided SVSD staff with the following report, received their feedback, and incorporated it herein. I do believe this report is fair and balanced, with respect to all parties and perspectives.

I've gone through the available Safe School reports located here: https://www.safeschools.pa.gov/HistoricV2/Landing.aspx

And the federal OCR reports located here: https://civilrightsdata.ed.gov/profile/us/pa/seneca_valley_sd?surveyYear=2020&nces=4222440

Upon reviewing the available data and speaking with several stakeholders, I asked and answered the following 4 questions:

1. How is racial/ethnic intimidation reported within SVSD schools, the district, the Commonwealth, and the federal government?
2. Are racial/ethnic intimidation incidents being underreported in SVSD?
3. What are some insights when comparing SVSD's reporting with other school districts?
4. What are some potential solutions to ensure accurate reporting of racial/ethnic intimidation incidents at Seneca Valley School District schools?

Getting accurate data is essential to understanding the scope of the issue regarding SVSD students calling other students racial slurs and measuring any potential solutions. I hope we can agree that we want the best for all the students within SVSD. I'm hopeful that addressing the accuracy of the reporting of racial/ethnic intimidation at SVSD is a great first step toward creating safer, healthier environments for all SVSD students. As always, blessings to you and your families, Nashid

1. How is racial/ethnic intimidation reported within SVSD schools, the district, the Commonwealth, and the federal government?

SCHOOL LEVEL: Each school within SVSD reports racial/ethnic incidents, including disciplinary actions and remedial actions (e.g., counseling, conferences) taken to address the incidents. Founded incidents are logged in their internal records and uploaded to the state. The state then creates a report as part of Pennsylvania Safe Schools Reports. This report is publicly available.

Reporting Gaps: The pandemic years (2020-2021) may have caused gaps in reporting due to remote learning, which reduced face-to-face interactions and potentially influenced incidents being logged or recognized.

DISTRICT LEVEL: Seneca Valley School District aggregates the reports from all schools within the district to get a broader picture of the racial/ethnic intimidation trends. The district then consolidates these reports for submission to the state.

Reporting Procedures:

Step 1: Reporting: Incidents of racial/ethnic intimidation or harassment can be reported by students, parents, staff, or other third parties. The complaints can be made either in writing (using a Discrimination/Sexual Harassment/Retaliation Report Form) or verbally to the building principal or Title IX Coordinator.

Step 2: Initial Communication/Supports: Once the complaint is reported, the complainant is informed about the discrimination policy and the available investigation processes. Supportive measures (e.g., counseling, adjustments) are offered to the complainant as needed.

Step 3: Investigation: The Title IX Coordinator/Compliance Officer reviews the report and ensures an impartial investigation. If the conduct is criminal in nature, law enforcement is involved. Investigators assess the situation, interview the parties involved, and gather evidence.

Step 4: Report and Resolution: After the investigation, a written report is submitted to the Title IX Coordinator, summarizing the findings and recommending corrective actions.

Disciplinary Actions: Consequences for racial/ethnic harassment can range from detention to expulsion, depending on the severity of the infraction. Repeat offenders or incidents that involve serious threats or physical harm may result in more severe consequences.

Level III Offenses explicitly include harassment based on race, among other types of discrimination, as a violation of the school's policies.

Retaliation: Retaliation against individuals who report racial/ethnic intimidation or harassment is prohibited. Disciplinary action will be taken against anyone who attempts to intimidate or retaliate against a complainant or witness.

Supportive Measures: The district provides supportive measures such as counseling, academic adjustments, and other accommodations to ensure the complainant's safety and continued access to educational services during the investigation.

The Seneca Valley School District adheres to state and federal requirements regarding the reporting and handling of racial/ethnic intimidation. Reports are handled by the Title IX Coordinator or Compliance Officer, and incidents are investigated promptly. The district's discrimination and harassment policies ensure that any student or employee subjected to racial intimidation has the right to file complaints and receive appropriate support.

The Safe Schools report is typically submitted annually, at the end of the school year. Districts are required to compile data from all schools within the district, aggregate it, and submit a comprehensive report detailing the number of incidents, actions taken, and resolutions.

STATE LEVEL: At the state level, the data is submitted to state agencies like the Pennsylvania Department of Education, often through systems like PIMS, which then use the data to monitor trends across districts.

Categorization and Policies: Pennsylvania's reporting system separates "Racial/Ethnic Intimidation" from "Bullying" and "Other Harassment." Districts like SVSD are expected to correctly categorize an incident as racial/ethnic intimidation when bias is a factor. Many school boards have anti-harassment policies echoing these definitions. For instance, SVSD's own policy and communications affirm that racism and discrimination are not tolerated.[2] The categorization is important because it ensures bias incidents are recognized and addressed with appropriate seriousness (often invoking higher disciplinary consequences and remediation). State policy also encourages preventive measures: training staff to identify harassment, educating students on discrimination and harassment, and promptly investigating any complaints. Schools are encouraged to use programs (like peer mediation or counseling) in addition to punishment, but they must still document the incident under the proper category.

Mandatory Reporting and Accountability: To comply with state standards, SVSD must file an annual report of all incidents, including zero incidents if none occurred. The Pennsylvania Department of Education expects consistency and honesty in these reports. Failure to report known incidents (or misclassifying them as lesser infractions) not only skews data but also violates the intent of the law. State auditors or monitors can flag discrepancies. Thus, both federal and state standards demand a proactive stance: clear definitions, thorough documentation, and swift responses. SVSD and all districts should have in place a framework where any act of racial intimidation is immediately addressed, reported to the appropriate authorities (school admins, parents, PDE, etc.), and counted in official records.

In summary, racial/ethnic intimidation is formally recognized as a serious offense under both federal civil rights law and Pennsylvania education regulations. Districts are expected to categorize incidents accurately (e.g., a racial slur is not just "misconduct" but a bias intimidation incident), report them annually to the state, and respond in compliance with Title VI. Adhering to these standards not only fulfills legal requirements but also signals to the community that the district is confronting and tracking bias incidents transparently. SVSD's situation underscores why these standards exist – to ensure that students of all backgrounds can learn in an environment free from harassment, and that any breaches are met with accountability and corrective action.[3]

The Pennsylvania Department of Education (PDE) aggregates the data from all districts, including Seneca Valley. The CRDC collects and reports data on discrimination, including racial/ethnic intimidation and harassment, as required by federal laws such as Title VI of the Civil Rights Act of 1964.

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[2] "Seneca Valley Racial Bullying Claims." *CBS News Pittsburgh*, www.cbsnews.com/pittsburgh/news/seneca-valley-racial-bullying-claims.

[3] "Race, Color and National Origin Discrimination – Education and Title VI." *U.S. Department of Education*, www.ed.gov/laws-and-policy/civil-rights-laws/race-color-and-national-origin-discrimination/education-and-title-vi.

This data is typically reported every two years. The USDOE uses this information to monitor school compliance with federal civil rights laws and to track trends across states and districts.

The CRDC includes detailed data on racial harassment, discrimination complaints, and actions taken, making it a critical tool for understanding the national landscape of racial/ethnic incidents in schools.

FEDERAL LEVEL: On the federal level, the U.S. Department of Education collects data through the Civil Rights Data Collection (CRDC), where incidents of racial/ethnic intimidation are part of broader discrimination and harassment reports.

Federal Standards (Title VI/OCR): Under federal civil rights law, schools must prohibit and respond to racial harassment. Title VI of the 1964 Civil Rights Act bars discrimination based on race, color, or national origin in any program receiving federal funds. This covers racial intimidation and harassment among students. OCR policy guidance defines harassing conduct as unwelcome conduct based on race (which can include slurs, threats, graffiti, or physical acts) that is severe, pervasive, or persistent enough to interfere with a student's ability to participate in or benefit from education.[4] Schools are obligated to take prompt and effective action to stop such harassment and prevent it from recurring. If a school "creates, encourages, accepts, tolerates, or fails to correct" a racially hostile environment, it violates Title VI.[5]

There is no routine federal mandate to *report* individual harassment incidents to the U.S. Department of Education, but schools are expected to have policies in place and to keep internal records. Additionally, the federal Civil Rights Data Collection (CRDC) requires districts to report the number of bullying or harassment allegations on the basis of race (and other protected categories) every two years. This means SVSD and others must categorize incidents by motivation (race, sex, disability, etc.) for CRDC. OCR's enforcement can also lead to compliance reviews or agreements requiring improved training, climate surveys, and accurate record-keeping of incidents. In short, federal standards demand that racial intimidation be clearly defined as prohibited conduct and that any incidents be addressed decisively under Title VI.

2. Is there evidence that racial/ethnic intimidation is being underreported for Seneca Valley School District?

Based on the available data, including the Seneca Valley School District Safe Schools data and the student handbooks, there are several indicators that may point to underreporting of racial/ethnic intimidation. Here's a breakdown of the evidence of potential underreporting across Seneca Valley School District and other districts:

Rowan Elementary, Connoquenessing Valley, and other elementary schools in the district have consistently reported 0 incidents of racial/ethnic intimidation over several years (from SY17-18 to SY23-24). While it's possible these schools didn't experience such incidents, it is also likely that incidents were either not reported or misclassified. Repeated "zeros" year after

[4] Id.
[5] Id.

year, especially in schools with sizable student populations, suggest incidents may be occurring but not officially documented. Completely perfect records (no incidents) are rare and could indicate reluctance to log events as racial intimidation.

Elementary vs. Secondary Discrepancies: SVSD's data show almost all reported incidents coming from secondary schools (middle or high school), with none at the elementary level in recent years. A pattern where only high schools report racial intimidation, while elementary schools always report zero, can be a red flag for underreporting in lower grades.

The pandemic years (SY19-20 and SY20-21), where many schools reported 0 incidents, could have been an especially challenging period for schools to report incidents accurately, possibly due to remote learning, lack of in-person interaction, and reduced reporting mechanisms.

Evidence of Underreporting in Other Districts:

Broader Statistical Anomalies: On a statewide scale, research shows many students do not report bullying or harassment to authorities – only an estimated 20–30% of bullied students notify adults.[9] This means the true frequency of incidents is much higher than recorded. If a district's data shows an unrealistically low incident rate compared to student surveys or community anecdotes, it suggests that intimidation incidents are being undercounted or misclassified.

Under Title VI and state policy, even a single confirmed racial slur incident should be tracked; thus, seeing large districts with zero incidents implies under-detection. Conversely, districts that have robust training and awareness may actually report higher numbers (because staff recognize and log incidents properly). In SVSD's case, the very low numbers relative to its size imply that some incidents haven't made it into the official records.

Possible Underreporting Factors:

Lack of Clear Reporting Guidelines: In some handbooks, such as those from Rowan Elementary, Haine Middle School, and Connoquenessing Valley, there is no explicit mention of how racial/ethnic intimidation should be reported separately. Harassment is addressed broadly under bullying and general misconduct, which may lead to racial incidents being categorized under broader terms like bullying rather than being flagged as racial/ethnic intimidation.

Underreporting Culture: The consistent 0 incidents reported across multiple years could be a result of an underreporting culture, where students or staff may not recognize or report incidents due to fear of retaliation, lack of training, or misunderstanding the definition of racial/ethnic intimidation.

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[9] Education Law Center – PA. "Comments Re: Proposed ESSA State Plan." 31 Aug. 2017, elc-pa.org/wp-content/uploads/2017/09/ELC-PAs-Comments-Re-Proposed-ESSA-State-Plan-As-Submitted-August-31-2017.pdf.

Inadequate Staff Training: Schools may not provide enough training to staff members on how to properly identify and report racial/ethnic incidents. To their credit, SVSD has provided information and internal communications showing recent training and efforts to address accurate reporting of racial/ethnic incidents. The district has also trained staff on how to communicate with parents and students regarding racial/ethnic incidents and the reporting of these incidents. SVSD, as of recently, has shown an understanding and measured approach to help teachers and administrators receive training on what constitutes racial/ethnic intimidation, so that they report incidents and classify them correctly.

State and Federal Oversight: While state and federal guidelines exist for reporting racial/ethnic intimidation, schools and districts must adhere to standardized reporting practices. The lack of detailed and consistent incident tracking systems within some schools might contribute to underreporting, especially when incidents occur off-campus or involve subtle forms of harassment that are not immediately recognized as racial intimidation.

Evidence from Student Handbooks and Board Policies: Based on the Seneca Valley policies, harassment and bullying are defined but not always clearly distinguished from racial/ethnic intimidation. This vagueness can contribute to misclassification of incidents that should be considered racial/ethnic intimidation under Title VI or Title IX.

The data suggests a pattern of underreporting in Seneca Valley School District and other districts, particularly in elementary schools. The potential reasons include lack of clear reporting procedures, inconsistent definitions, staff training gaps, and the difficulty in identifying more subtle forms of racial/ethnic intimidation.

3. **What are some insights when comparing Seneca Valley School District's reporting with other school districts?**

Trends in Racial/Ethnic Intimidation: Seneca Valley has relatively low reported incidents of racial/ethnic intimidation, especially compared to other districts.

Districts with Higher and More Consistent Sanctions: Districts like Albert Gallatin Area SD, York City SD, and York Suburban SD report higher numbers of sanctions (e.g., out-of-school suspensions, expulsions) for racial/ethnic incidents, suggesting that these districts may have more consistent reporting or more frequent incidents of racial/ethnic intimidation.[10] These districts also show some incidents in categories like expulsion and longer suspensions, which might indicate more severe incidents and a better infrastructure for handling and reporting such issues.

Districts with Lower or Zero Reporting: Districts like Aliquippa SD, Abington Heights SD, and Abington SD report zero sanctions for racial/ethnic incidents. This could suggest underreporting or that incidents are being handled differently (perhaps through informal interventions or misclassification).

[10] Pennsylvania Department of Education. *Safe Schools Online Reports*. 2023.

Smaller, Urban Districts: Urban districts like York City SD and York Suburban SD show higher numbers of expulsions (e.g., York City SD has 46 expulsions in certain categories). This could indicate a higher rate of incidents of racial/ethnic intimidation or possibly better reporting systems that capture these incidents. This suggests that Seneca Valley might be underreporting racial/ethnic intimidation incidents or categorizing them under other labels like bullying or general harassment.

Disciplinary Actions and Sanctions: Seneca Valley has a wider range of sanctions (e.g., detention, in-school suspension, anger management programs) compared to some other districts, which tend to report fewer disciplinary measures for racial/ethnic intimidation incidents. Other districts appear to have fewer in-school or out-of-school suspensions, but this may be due to underreporting of incidents or leniency in how such incidents are handled at the school level.

Parental Involvement: In terms of parental involvement, Seneca Valley schools report a significant number of written notifications and telephone conferences for racial/ethnic intimidation incidents. However, this involvement is still relatively low compared to other districts, which report higher numbers of parental engagement activities like school conferences and family counseling. Some districts report parental involvement in legal or law enforcement actions, which is not frequently seen in Seneca Valley data. This could indicate either that fewer incidents are escalated or that legal action is not always taken in response to incidents.

Discrepancies Between Districts: There is an apparent discrepancy between how racial/ethnic intimidation is categorized across different districts. Some districts categorize incidents very clearly under racial/ethnic lines, while others have more generalized classifications that may mask the true extent of the problem. SVSD's official reporting of racial/ethnic intimidation incidents has been minimal in recent years, especially relative to its size and to other districts. Pennsylvania's Department of Education (PDE) requires all public districts to report incidents of harassment and intimidation (including those motivated by race/ethnicity) in annual Safe Schools reports. SVSD enrolls over 7,000 students, yet according to state data it typically reported only 0–4 incidents of racial/ethnic intimidation per year from 2017 through 2024 (often just 1 or even 0 in a given year). For example, in the 2021–22 school year SVSD logged zero racial intimidation incidents, and in 2022–23 it recorded 1 case (at the high school). By contrast, peer districts of similar size generally report a handful of such incidents annually. For instance, another large suburban Pittsburgh district (with ~8,000 students) reported 5 racial intimidation incidents in 2022–23, and a neighboring mid-size district reported 3 that year.[11] These comparisons suggest SVSD's numbers are on the low end.

It's important to note that statewide, bias-related harassment is not rare. In Pennsylvania's 2015–16 data, there were 2,293 bullying incidents and hundreds of harassment/intimidation incidents reported; combined, bullying and harassment made up about 12% of all reported school incidents, the third most frequent category behind fighting and disorderly conduct.[12] In 2022–23, Pennsylvania schools collectively reported 876 incidents of racial/ethnic intimidation (per PDE records). Most large districts contribute some portion to that total. SVSD's habit of reporting near-zero incidents in some years raises questions about

[11] Id.
[12] Education Law Center – PA. "Comments Re: Proposed ESSA State Plan."

completeness. While every district's experience varies, a consistent pattern of very low reported incidents — especially in a diverse, high-enrollment district — may indicate that SVSD is not capturing or classifying all occurrences of racial harassment.

Transparency and Alignment: Pennsylvania does make these safety and incident statistics public (historically via the Safe Schools online database and annual reports). However, not all districts communicate their numbers proactively to communities. There is an expectation that districts accurately report incidents to the state and also address them internally. In effect, SVSD's reporting has been sparse and inconsistent, whereas a district fully aligned with state and federal expectations would likely show a steadier record (reflecting any incidents that do occur and how they were handled).

Specific Districts with Clear Categorization:

York City School District: This district is one of the few that reports racial/ethnic intimidation separately and clearly identifies it as an incident type. This allows the district to capture racial incidents directly and report them under a specific category. The clarity in reporting enables better tracking of racial/ethnic issues over time and allows for more accurate data collection regarding these types of incidents.

York Suburban School District: Similarly, York Suburban also categorizes incidents like racial intimidation separately, with detailed reporting mechanisms for such incidents. The clear categorization allows for a more focused response, including specific disciplinary measures like expulsion, suspension, and intervention programs aimed at addressing racial/ethnic issues.

Harrisburg City School District: In some districts like Harrisburg, racial incidents are tracked separately from general bullying or misconduct, making it easier to identify and address specific racial/ethnic harassment patterns.

Pittsburgh Public Schools: Pittsburgh also tracks racial harassment as a distinct category, allowing schools within the district to identify trends specific to racial or ethnic issues and report these separately from general bullying.

Generalized Classifications in Other Districts:

Seneca Valley School District: In Seneca Valley, incidents of racial/ethnic intimidation are often merged with broader categories like bullying or general harassment. This makes it more difficult to track racial/ethnic incidents specifically and may result in underreporting or misclassification of incidents.

Aliquippa School District: Similarly, Aliquippa reports racial incidents under general categories, such as misconduct or bullying, without explicitly labeling them as racial intimidation. This can lead to incidents being categorized incorrectly or overlooked.

Abington Heights School District: Abington Heights uses broad categories like harassment and discrimination without clearly distinguishing racial issues from general harassment. This could obscure the true extent of racial/ethnic intimidation within the district.

The discrepancy between districts stems from whether racial/ethnic intimidation is reported as a separate incident type or categorized under broader terms like bullying or general harassment. Districts like York City, Pittsburgh, and Harrisburg provide clearer categories for racial/ethnic incidents, enabling better tracking and response. Meanwhile, districts like Seneca Valley, Aliquippa, and Abington Heights may have more generalized classifications, leading to less accurate data collection and potential underreporting of racial/ethnic issues.

The lack of specific guidelines in Seneca Valley and other districts for categorizing racial/ethnic intimidation might contribute to underreporting. This is especially true if these incidents are misclassified as general bullying or harassment without emphasizing the racial or ethnic component.

Investigative and Remedial Measures: Seneca Valley and some other districts have similar remedial actions like anger management and counseling for students involved in racial/ethnic intimidation incidents. However, some districts show more frequent use of peer mediation, legal intervention, and school conferences, suggesting that Seneca Valley might not always escalate incidents as far as some other districts. In-school suspension is a common disciplinary action for racial/ethnic incidents across all districts, which suggests that schools are often opting for non-expulsion solutions.

4. What are some potential solutions to ensure accurate reporting of racial/ethnic intimidation at Seneca Valley School District schools?

To improve reporting systems for racial/ethnic intimidation and address potential underreporting in Seneca Valley School District, a combination of training, policy enhancements, data tracking improvements, and community engagement is essential. Here are some specific actions that can be taken:

A. Clear Definitions and Reporting Guidelines:

Develop and Disseminate Clear Reporting Guidelines: Ensure that racial/ethnic intimidation is clearly defined in student handbooks, code of conduct, and school policies. The definition should include specific examples of what constitutes racial/ethnic intimidation (e.g., slurs, microaggressions, exclusionary behavior) to help staff, students, and parents better identify and report these incidents. Explicitly separate racial/ethnic intimidation from other forms of bullying or general harassment to ensure that it is tracked separately.

Policy Update: Update the district's anti-bullying policies to include specific racial/ethnic intimidation incidents. This update should mandate a uniform approach to reporting and handling such incidents, with clear instructions on how to address them.

Incorporate State and Federal Guidelines: Align district-level reporting with state and federal reporting requirements (e.g., Title VI of the Civil Rights Act, Title IX, and Safe Schools Act). Clearly communicate the legal obligations for reporting and tracking racial/ethnic intimidation incidents in both the student handbooks and staff training.

B. Staff Training and Professional Development:

Anti-Bias and Anti-Racism Training: SVSD currently provides mandatory anti-bias and anti-racism training for all staff members (teachers, administrators, counselors, etc.). This training should specifically address reporting incidents. This training should help staff recognize signs of racial/ethnic intimidation, provide them with strategies to intervene, and emphasize the importance of reporting incidents accurately and promptly. This training should also include how to handle sensitive situations and support victims of racial harassment.

Cultural Competency: Incorporate cultural competency training to help school staff better understand the challenges faced by students from different racial and ethnic backgrounds. This will also equip them to identify subtle forms of racial intimidation that might not be immediately apparent.

Reporting Training: Provide specific training on how to use incident reporting systems for racial/ethnic intimidation. This training should emphasize the importance of accurate documentation, understanding the various forms of intimidation, and ensuring that reports are filed in a timely and consistent manner.

C. Improved Incident Tracking Systems:

Implement a Digital Incident Reporting System: Create or improve a digital reporting system that makes it easier for students, staff, and parents to report racial/ethnic intimidation incidents. The system should be user-friendly and allow for anonymous reporting to encourage more individuals to come forward without fear of retaliation. The system should include automatic tracking, categorization, and real-time monitoring to ensure that incidents are documented accurately and can be easily retrieved for analysis.

Standardized Reporting Forms: Develop standardized reporting forms (both paper and digital) for incidents of racial/ethnic intimidation. These forms should capture the type of incident, location, involved parties, disciplinary actions taken, and any support services provided (e.g., counseling, mediation). Ensure that the forms are easy to access, understand, and complete, and that they require specific information that aligns with the district's definition of racial/ethnic intimidation.

D. Data Analysis and Monitoring:

Regular Data Review: Implement a system for regular data review and analysis of racial/ethnic intimidation reports. This could be done quarterly or annually to identify trends, hotspots, and whether incidents are being reported consistently across schools. Conduct audits of

reported incidents to check for discrepancies, gaps, or patterns of underreporting in specific schools or years.

Reporting Discrepancies: Within the past few months, SVSD has looked into this issue and measures to address reporting discrepancies should be reflected in future CRDC reports. If discrepancies in reporting are found (e.g., one school consistently reports 0 incidents while others report multiple), the district should investigate the causes and provide additional support to those schools, such as training, resources, or staff accountability.

E. Community Engagement and Support:

Engage Parents and Community: Host community outreach programs and parent workshops to educate families on how to recognize and report racial/ethnic intimidation. This can help create an environment where parents feel more empowered to report incidents and support their children. Create clear communication channels between parents, schools, and the district to ensure that families are kept informed about incidents, investigations, and resolutions.

Student Education and Empowerment: Educate students about their rights, the importance of reporting incidents of racial/ethnic intimidation, and how to do so confidentially or anonymously. Establish peer mentoring programs where older students help mentor younger students in navigating conflict resolution and identifying inappropriate behavior like racial harassment.

F. Supportive Measures for Victims:

Provide Support Services: Ensure that students who are victims of racial/ethnic intimidation have access to support services such as counseling, peer mediation, and conflict resolution programs. This helps students cope with the emotional and psychological effects of these incidents. Provide accommodation for students with disabilities or language barriers to ensure that all students can report incidents and access support, regardless of their background.

G. Enhanced Accountability:

Disciplinary Action and Consequences: Establish clear disciplinary actions for racial/ethnic intimidation and ensure they are consistently applied across all schools. This includes having a transparent process for how disciplinary measures (e.g., detention, suspension) are determined based on the severity of the incident. Schools should also be held accountable for the timeliness and quality of their investigations and responses to reported incidents.

Conclusion:

Improving racial/ethnic intimidation reporting in Seneca Valley School District and other districts requires a comprehensive approach, including:

- Clear definitions and guidelines for reporting incidents.
- Staff training on recognizing, reporting, and handling racial/ethnic incidents.

- Upgraded reporting systems for easy access and consistency.
- Regular data analysis to identify trends and address underreporting.
- Community engagement and educational programs for parents and students to foster a zero-tolerance culture for racial harassment.

These actions will help ensure that incidents of racial/ethnic intimidation are properly reported, addressed, and reduced over time. Thank you for your time and consideration.

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